

# Brookvale Nursery

Brookvale Childrens Centre, Woodhatch Road, Brookvale, RUNCORN, Cheshire, WA7 6BJ



<b>Inspection date</b>	19 January 2017
Previous inspection date	21 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- Staff do not keep children safe. Risk assessments are not used effectively to identify obvious hazards seen both indoors and outdoors.
- Not all staff follow the nursery policies and procedures to store medicines in a secure place inaccessible to children, including medicated pain relief cream. This weakness places children's health and safety at risk.
- There are few opportunities to help children learn and understand about how things grow, decay and change in the natural world around them.
- Occasionally, staff do not give children the time to answer questions posed to them or encourage younger children to copy new words during activities.

### It has the following strengths

- Staff make accurate assessments of children's learning based on regular and high-quality observations. They use this information to help inform next steps and planning for each child. Children are making good progress in their learning, including those who are in receipt of additional funding.
- Staff work well with other agencies and professionals to devise targeted action plans and provide additional support to children who have special educational needs and disabilities. They adapt the environment accordingly, review routines and attend specific training to ensure all children are secure, happy and are reaching their full potential.
- Partnerships with parents are friendly and staff welcome them into the nursery. They talk to parents daily and exchange information on children's progress and well-being. This helps to promote continuity in children's care and learning.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that risk assessment is used effectively to identify all hazards to children, and take reasonable steps to remove or minimise these risks</li> </ul>	02/02/2017
<ul style="list-style-type: none"> <li>■ ensure that nursery policies and procedures are implemented consistently with regard to the safe storage of staff medication and medicated creams that they may have on the premises, to minimise the risk of serious harm to children.</li> </ul>	02/02/2017

### To further improve the quality of the early years provision the provider should:

- provide more opportunities for children to use their skills and enhance their learning and understanding of growth, decay and change in the natural world around them
- support staff to develop their teaching skills further so that they use opportunities effectively to build on children's vocabulary and communication skills, and allow more time for children to answer questions and develop their thinking skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, operations manager, deputy manager and special educational needs coordinator. She looked at relevant documentation and evidence of the suitability of staff working in the nursery and risk assessments.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector had a tour of the setting.

**Inspector**  
Kellie Lever

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are ineffective. The management team has failed to ensure that all the legal requirements of the early years foundation stage are met. Staff are not vigilant enough to carry out risk assessments effectively to identify or remove any hazards in the areas used by the children. For example, broken pots with sharp edges and bags with cord strings are in reach of young children. These all place children at risk of injury and compromises their safety. Management do not ensure that staff understand and adhere to the nursery's health and safety policies and procedures, so that they store their medication, including pain relief creams in a secure place that is inaccessible to children. This weakness places children's health at risk. However, staff have a sufficient knowledge of the procedures to follow if they have any concerns regarding children's welfare or reporting any allegations regarding the conduct of another member of staff. Supervision sessions and coaching to address staff practice are generally effective, and staff attend additional training to further their knowledge. The management team has action plans in place to monitor the effectiveness of the provision and to drive forward further improvements.

### **Quality of teaching, learning and assessment is good**

The well-qualified staff are deployed effectively and they provide a wide range of toys and resources for children to choose from, which are thoughtfully displayed. This helps children make choices in their play. Overall, staff have a firm understanding of how children learn. They use their good teaching skills to help support children's interests and individual needs. Staff plan stimulating activities and experiences. Babies enjoy developing their exploratory skills and show delight as they touch, smell and taste jelly. Toddlers listen to stories and further extend their imagination as they create model houses made of boxes and straw. Staff support older children's early literacy skills as they recognise their names and make marks on cards when they arrive. Children learn about different concepts of mathematics. For example, they measure the length of their bodies and compare sizes of who is shorter and taller. They extend this further and work out how many objects they would need to add or take away to make the same length.

### **Personal development, behaviour and welfare are inadequate**

The breaches in leadership and management have a significant impact on children's welfare. Not all staff can demonstrate that they have a secure knowledge of how to assure children's safety with regard to carrying out effective risk assessments. However, staff build secure, warm attachments with children and they are confident and emotionally secure. Staff support children's understanding of leading an active, healthy lifestyle. They use the outdoor area to provide children with a suitable range of physical challenge, for example, space to be active, climb and use swinging apparatus. Children learn self-care skills as they carry out appropriate hygiene procedures, such as washing their hands before eating and wiping their nose when required. Staff manage children's behaviour effectively. They give praise to encourage children to behave in positive ways. Nursery rules are visible for children to follow and staff gently remind children about them throughout the day.

### **Outcomes for children are good**

Children acquire the skills that support them in readiness for school and their future learning. They are curious, inquisitive and have good levels of concentration. Children's independence and self-care skills are promoted well. For example, they put on and take off their wellington boots and serve themselves at mealtimes. Children are motivated to learn, enthusiastic in their approach and make good progress in their learning.

## Setting details

<b>Unique reference number</b>	EY280215
<b>Local authority</b>	Halton
<b>Inspection number</b>	1064541
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	73
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	21 October 2013
<b>Telephone number</b>	01928 790144

Brookvale Nursery was registered in 2004. The nursery employs 24 members of childcare staff. Of these, 22 hold appropriate early years qualifications between level 2 and level 6, including one with early years professional status. The nursery opens from Monday to Friday 51 weeks of the year. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

